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ABSTRACT

Suggestions designed to aid those who work with young children, in particular, the day care workers, are provided. Following the booklet's introductory material, the following subjects are discussed: Language in the Day Care Center (Crib Babies--birth to six months; Six Months to 12 Months; Toddlers--one to two years old; and Over Two Years); Room Arrangement (Housekeeping Center; Block Center; Art Center; Book Center; Science Center; Music Center; and Manipulative Center); Activities (Free Play; Dramatic Play; Creative Art; Science; Water Play--inside and out; Music; Books and Stories; Enrichment: The Extra Special Plus; Outdoor Play; and Clean-up); Sample Daily Schedule; and Appendices (Things to Save; Art Projects; Recipes for Art Projects; Suggested Books; Exploring Foods; Recipes You Can Use; Equipment and Supplies; and Fun with Puppets). (DB)

FRIENDS OF DAY CARE
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PRINTED IN THE UNITED STATES OF AMERICA

To all of the children of our city with high hopes for and commitment to the development of their potential to contribute to the future, we dedicate this little book.

FRIENDS OF DAY CARE

FRIENDS OF DAY CARE was created as a result of the concern of a group of Tulsa citizens to provide the best experience and environment for all the children of our city.

Recognizing the growing demand for day care services for a mushrooming number of children in all parts of Tulsa, FRIENDS OF DAY CARE took as their purpose the facilitating of the best day care experience which could be offered in Tulsa.

This they seek to do by:

- *providing training opportunities for directors, staff members, and board and committee members, of existing day care centers;*
- *recruiting and training volunteers to assist in the centers;*
- *educating and involving the parents and citizens in the community at large in the task of providing the best in day care experience for our children;*
- *assisting in the development of curricula for enrichment in day care centers and nursery schools;*
- *assisting the centers to identify and use community resources, including finance.*

Patty Terrell, Chairman

Sue Ames, Chairman-Elect

Dorothy Berry, Staff Coordinator

ACKNOWLEDGMENTS

The preparation of even a modest publication involves countless hours on the part of many people over many months. Recognizing that without the dedicated labors of these people, this little book would never have seen the light of day, FRIENDS OF DAY CARE gratefully offers its thanks to:

= *Sue Looney, Erma Henson, Bobbie Campbell, Willa Borden, and Bette Phenneger who for two years discussed, wrote, tested, tore up, re-wrote, and finally compiled this booklet;*

= *Drs. Mary Jo Keatley and Josef Sanders, our technical consultants who willingly spent many hours helping us to sharpen our ideas and to deepen our intentions;*

= *Susan Swatek and Mary Kerr who assisted with grammar and sentence structure, helping to assure clearer communication;*

= *Estelle Pittman who with speed and accuracy typed the final document;*

= *Joyce DeBoard who, with skill and joy, gave visual expression to our ideas through her illustrations;*

= *The Junior League of Tulsa whose interest and support of the idea, and whose provision of seed money assured the eventual publication of this book;*

= *And finally -- and perhaps most important -- to all those who have and will continue to test the ideas contained in this booklet and who assure that future editions will be even more helpful to those who work with the children we seek to serve.*

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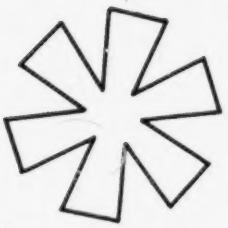
Introduction



This little book is written for people who work with young children and contains suggestions for daily use. Its main goal, however, is to help you with

1. Your role as teacher and friend
2. Each child's role as something special and individual.

THE DAY CARE WORKER'S ROLE

As a worker with children, especially young children, it is important to remember that by the time a child is three -- surely by age five -- he has had his most rapid growth and learning development. During his days with you, your attitude toward him, the way you touch him (or never touch him), speak to him (or shout disapproval), show him he is a special person (or make him feel small and insignificant), may affect him the rest of his life. These attitudes will begin to influence how he feels about himself, good or bad.

THE CHILD'S SPECIAL NEEDS

It is important to guard against labelling any child as "bad," or a "problem," or "disadvantaged," or "unmanageable." Children tend to become what we label them. Therefore, we must make an effort to be interested enough in each child to know his needs, his desires, and to accept him as a unique, one-of-a-kind creation, and then give him as many varied and interesting experiences as we can to help him develop his full potential!

As a sponge soaks up water, a child soaks up experiences -- the touching, smelling, tasting, feeling, singing and talking kinds of experiences we can give each day, help make him aware of the world around him and how he fits into it -- his SELF begins to emerge!

USE OF THIS BOOKLET

This small book is a first effort for FRIENDS OF DAY CARE. It can only be as good as it is useful to you. Therefore, we would appreciate your comments. Is it helpful, effective, useful? What would you change or enlarge upon? We welcome your criticisms, comments, and suggestions. Please write, call, or come to see us. We need you!

Language Arts

As a child care worker, you are one of the most important people in the lives of the children at your center. What you do, what you say, how you do it, and how you say it can either help or hurt the children in your area. Your reactions to the children, whether spoken or not spoken, will communicate to them your feelings about them. For example, a baby crying is communicating that he needs something, maybe food, water, a blanket for warmth, or even a diaper change. A child laughing is communicating that all is well with him. For us, of course, the most obvious way to communicate is to talk. From birth on, the infant is learning how to talk. At first he makes noises and listens. How you respond to him at this stage and throughout his early childhood can help him develop excellent communication skills. Here are some suggestions of things to do to help children develop language at all age levels.

CRIB BABIES (BIRTH TO SIX MONTHS)

Ages birth to 6 months. -- Children at this age make many noises including crying, cooing, gurgling, and grunting. If a child is crying, he is communicating a physical need such as hunger or discomfort and needs your attention for this problem. The other noises he might make are those of pleasure and satisfaction. Children enjoy making these sounds, but they enjoy even more your listening to and responding to their noises.

Next to caring for the physical needs of the child, the most important contribution you can make is responding to him with warmth and affection. Listening to his noises, repeating these noises back to him, presenting him with new and different objects to hear and see will make the difference in the adequacy or inadequacy of his beginning communication skills.

Besides the attention you give the child, here are other suggestions for helping the infant become aware of sounds around him:

1. Periodically, play a radio or phonograph in the crib room.

2. Hold the child and sing or hum to him.

3, Place rattles or other noisemaking toys within the child's reach.

dog cow pie

school goat wood bird

baby doll hat bear train rain bus

Ages 6 months to 12 months -- it is during this period that the noisemaking and listening which were taking place in the first six months of life begin to produce results. The baby begins to understand some of the words said to him and at the end of the first year, he may use a word or two. One of the best ways a child learns is through repetition. He learns to associate the word with the object only after he has heard the word over and over again while he is looking at the object. Besides seeing the object and hearing its name, he will learn more about it if he can also touch it, smell it, and perhaps even taste it. For example, you can show the child a ball, tell him what it's called, let him hold the ball and even put it in his mouth. It is your continuous repetition of words and their association with particular objects that enables the child to learn first what the words mean and later to use the words himself. In the same way, your repetition of basic commands such as "sit down," "come here," "no-no," "give me that," helps the child to learn the meaning of these phrases. However, since these phrases have no objects which can be associated with the words, it will be of great help to the child if you use gestures at first to help him understand what these mean. The tone in your voice as you communicate with the children is also very important. For example, it is difficult to conceal anger or impatience. It is also easy to show love and approval, and, therefore the tone of your voice will communicate your feeling as well as your meaning to the child. As with the infant, the amount of attention and time you give the child is vital in determining how successful he will be in learning to talk.

TODDLERS (1 TO 2 YEARS OLD)

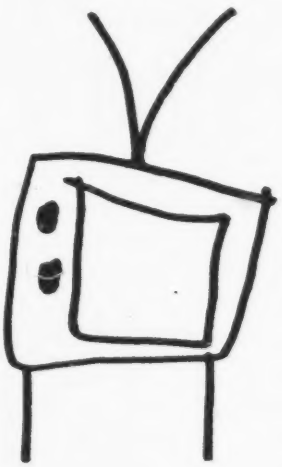
Ages 1 to 2 years -- The two most noticeable accomplishments of the child between one and two years of age in his communication skills are his increasing ability to understand what is said to him and his use of single words. Children in this age range will follow simple commands, will recognize names of familiar objects and will be able to point to several body parts. Words frequently used by children at this stage of development include mama, ball, dada, cookie, wa-wa (water), no-no, doggie. Some children may even combine two or three words into short sentences. Suggestions to further help children develop communication skills at this stage include the following.

1. Look at picture books with the child and point to and name common pictures. Let the child point to or name the picture if he is able to; if not, have him imitate you.

2, Whenever a child correctly names a picture or uses a new word, one of the most important things you can do is reward him with a smile, a pat on the back, or a kind response.

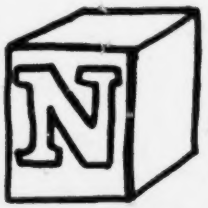
3. If talking toys are available, these provide excellent stimulation for the children.

4, If a television set is available, the children may enjoy watching some of the children's programs. It is very important, though, that the children be permitted to stop watching if their attention span is short. This can be accomplished by having the TV in a corner of the room away from other activity areas where the children can come and go as they wish. Some programs they may enjoy are Sesame Street, Captain Kangaroo, and Mr. Rogers.

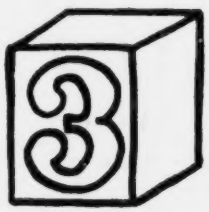


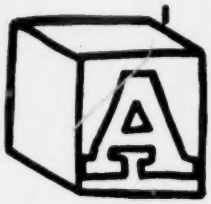
The biggest difference between the child of 1 to 2 years and the child of 2 to 3 years is seen in what the child understands and what he says. These (2-3 year olds) are the children who "just never stop talking". These children usually enjoy having short stories read to them over and over again. They enjoy nursery rhymes. They still enjoy looking at books and naming the pictures they see. Children in this age range may have vocabularies of several hundred words, even though these words may not always be clear. For example, a child may say wabbit for rabbit, poon for spoon, goggie for doggie, and so on. These sounds will usually improve as the child gets older.

OVER TWO YEARS OLD



Many child care centers restrict their enrollment to toddlers (2 years and over). Usually these centers will not have cribs, diapers, bottles and rattles. The center can begin to take on the appearance of a place of experience and learning as well as a place of care and attention. Most of this guide is directed at this type of day care center.

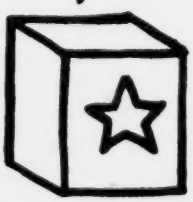




A child's language development during the second through fifth year is immensely dependent upon his environment and his experiences within that environment. Therefore, every item and suggestion in this booklet is designed around language development. Everything from art to science is accompanied by listening, seeing, feeling, smelling, talking and more talking.

Each child must have many opportunities daily to practice his word meanings as well as to develop new words. He will do this by interacting with his surroundings and your guidance will be an important part of this environment.

If you have a child in your care who is not talking by two years of age, or if you have a child who differs markedly from the other children, in his language ability, this should be the concern of the day care staff and should be brought to the attention of the parents.



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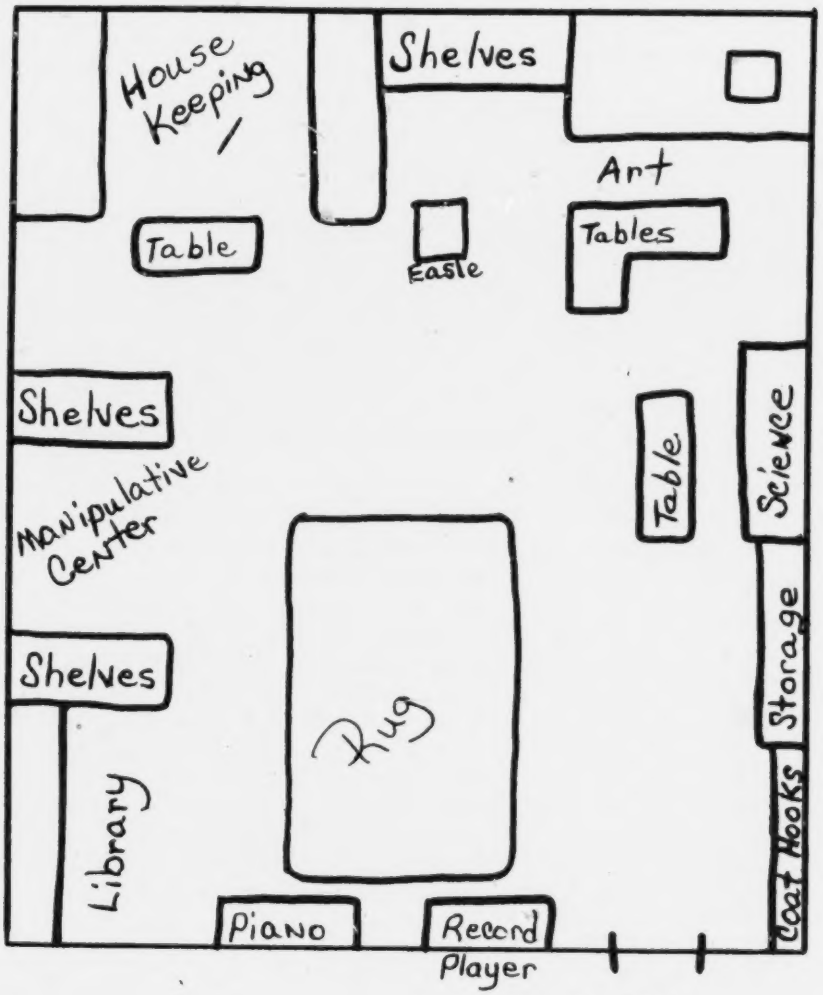
Room Arrangement

The room arrangement will vary according to the size, shape and design of the room, but within each room there will be centers of interest. This helps to distribute the children around the room according to their interests. It also helps solve discipline problems caused by too many children in one place at one time. The divisions are made to break up a room into smaller areas. This can be done by using devices like shelves, room dividers, boxes and pieces of furniture arranged to make separate areas of learning. Centers of interest or learning which we feel are of value to young children are the following:



The Housekeeping Center -- includes kitchen equipment, such as stove, refrigerator, cabinets, dishes, pans, mop, broom, empty cans and boxes for grocery store play, ironing board, telephone, iron, sink for washing dishes and clothes, tables, chairs, rocking chair, baby bed, storage with dress-up clothes, materials for dramatic play, doctor and nurse kits and a mirror. These tools and equipment will encourage dramatic or pretend play and social interaction of children.

BLOCK CENTER

The Block Center -- includes blocks of various sizes and shapes depending on the age of the children. Large hollow blocks are more desirable for children up to the age of three because they are lighter in weight and more movable. The wooden, heavier blocks are for the four and five year olds. Through building and experimentation with size, shape, design and balance other things happen to the children. Dramatic play comes in, and language development takes place and children interact with each other. The addition of cars, trucks and animals help to make blocks fun as well as to provide exercise for large and small muscles.

The Art Center -- includes an easel, tables with chairs, and various materials such as scissors, paste, clay, paints, crayons and paper. Old shirts or aprons are necessary to prevent stains on the children's clothes. Clean-up materials are also important for a successful creative project. The atmosphere in this center should be one of experimentation for the child. Let it be fun for him to try something and not have to worry about its outcome. These experiences should include cutting, pasting. modeling and painting.

BOOK CENTER

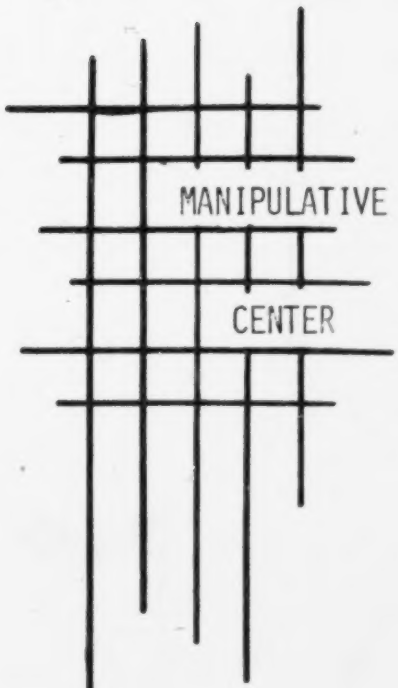
The Reading Center -- includes a variety of books. It should be a comfortable place where the children can look at and "read" books. A rug on the floor makes this more fun. Maybe a table and chair would be helpful for some children.

SCIENCE CENTER

The Science Center -- includes a variety of objects such as tape measures, yard sticks, bathroom scales for weighing, shells, rocks, fish, tadpoles and frogs, turtles, birds, bugs, plants, magnets, thermometer, magnifying glass, globe, old typewriter, and books that relate. Seed and vegetable tops can be grown in boxes or pots. The children will become more aware of the world around them through the simple discoveries and experiments they make in this center.

MUSIC CENTER

The Music Center -- includes a record player and records or a cassette tape recorder and player. A piano could also be used if available. Other instruments that can make this a fun and exciting place are sticks, triangle, sandpaper blocks, small drums, scarves to move to music.



Activities

The Manipulative Center -- On shelves easily available to the children should be manipulative toys and materials. These are toys which allow the child to use his hands and eyes together. Generally, the child plays alone or with one other child with these toys. They may be played with until he wishes to move on to something else and then it is his job to replace them where he found them. Paste, scissors, crayons and paper should be handy. Pegboards, hammer and nail sets, puzzles, clay, stringing beads, etc. should be rotated from time to time to keep the children eager and interested. It might be well to start out the year with just a few of these toys and add to them as the year progresses. Once in awhile try taking several things away for a time and bringing them out later.

Games using materials of different texture (silk, velvet, fur, carpeting, sandpaper, etc.) give the children opportunities to talk together while they are learning.

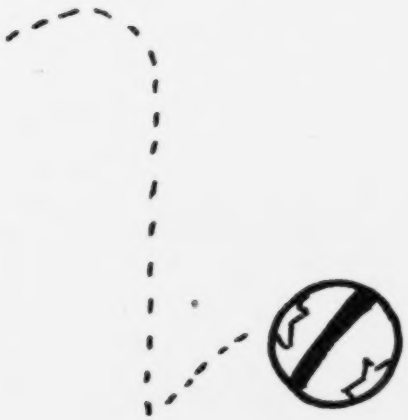
In addition to the small finger toys (pegs, puzzles, buttons to sort) clay is a most satisfying media for children to work with. It is fun to squeeze or pound...to mold or just to touch. Commercial play dough can be used, as can Plasticene. You could also make your own playdough very easily. (See back of the book for recipes.)

FREE PLAY

Free play is the time in early childhood centers when children choose their own activities. It usually lasts for an hour or more at a time and is a time for individual or small group experiences (as opposed to group activities like music, story-time, lunch, etc.)

This is perhaps the very heart of any child's day. Sometimes parents do not realize the importance of this time for it looks to them as if their children are just wasting time...just playing. It is important for teachers to help parents understand the need for play, for inter-acting with others, for learning through dramatic play, through building, through art and music, and through awareness of his own senses. Play is really children's work and it should be considered very important by all the teachers and aides!

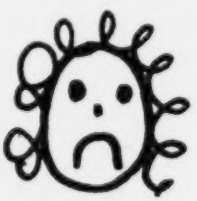
Preparing for Free Play



It is vital that the teacher plan and prepare before the children arrive. How unnerving it must be for the children to arrive and find the teacher rushing around frantically getting things ready. Children feel uneasy and uncertain in such a situation and very often they quickly become "out of bounds" and the teacher has problems.

It is a mistake to call a time "free" play if the adult in charge tells the children what they must do, or if she makes them all sit down at the table at the same time to participate together in an activity. During "free" play time, children should be allowed to walk about the room, examining and investigating while deciding what they want to do first. Some children know immediately, but others may want to take a longer time. It is the role of the teacher to support the children just by being there! She may sit for awhile with the children at the table with clay, and then move on to help a child at the easel, or help in selecting a record for listening or dancing. She LISTENS to the children and talks with them. She encourages them, praises them, sings and dances with them, and laughs with them. She remains always in charge, keeping the rules of fair play and helping the children learn good care of the materials.

DRAMATIC PLAY



If free play is the very heart of the day, then dramatic play must be the heart of free play. The teacher's job here is to supply some "props", and then respond with interest to the children's play.

The HOUSEKEEPING CENTER is a good place for dramatic play to take place while children do as mother or daddy in a play-like home. Child-sized furniture, some dress-up clothes, dishes, dolls, baby beds, etc. are important. A mirror and telephone would be good additions. Language development is an important by-product of all dramatic play. Children learn about themselves and others as they pretend.

Other days, provide some shoe boxes, shoes, play money, a foot measurer made of cardboard, and presto . . . a shoe store!

Or how about some rollers and hairbrushes, nets and a gallon ice cream container on a pole for a hair dryer, and you have . . . a beauty shop!

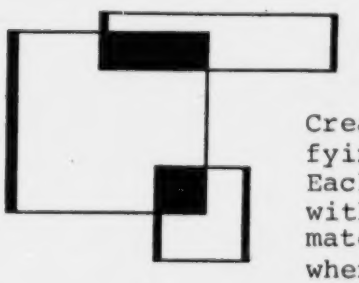
Or try some <u>empty</u> safety razors and shaving cream in an aerosol can . . . and a mirror for a barber shop!

Or empty boxes, cans, sacks, play money and perhaps a cash register for a grocery store.

You and the children will come up with a lot of ideas so let your imaginations go!

The use of STORIES AND NURSERY RHYMES lends itself easily to dramatic play. After reading "Humpty-Dumpty", why not let one child sit on a table edge as Humpty and let several others be the "kings horses and kings men". Or try Miss Muffett. Boys love being a scary spider.

A good story for acting out is <u>Caps for Sale</u>, or <u>Three Billy Goats Gruff</u>. Use a table for the bridge. Props should be very simple or even imaginary. It will not always be possible to let everyone have a turn, for they all want to take part, but try during the week to let everyone who wants to, be something in one of the stories!



CREATIVE ART

Creative art can be a most satisfying growing experience for a child. Each child creates in his own way, with his own ideas. You provide the materials and stand back! Help only when asked. Recognize the fact that each child goes through phases of development in art. He begins with scribbling, then names his scribbling, and finally he makes a recognizable end product. Each child will progress at his own speed. Do not push!

Children need varied experiences in art. These include painting, cutting, pasting, tearing, modeling, drawing and construction. Use many mediums that will be fun and stimulating for the children.

Some experiences, like easel painting. is done individually. Some are done in small groups, such as finger painting or working with play dough at the tables. Whatever the experience, it is best if it is planned for ahead of time and the necessary equipment is available and ready for use.

Old skirts, aprons, or smocks keep children neater. Newspapers or heavy plastic can cover the tables and floors, making clean-up much easier. Pans for washing hands, sponges for washing tables of spills, waste baskets for trash are all handy items and help the children learn how to help clean up when a project has been completed.

General Guidelines for Art Activities

1. Write the child's name on the upper left hand side of his paper. Record any comment he might make about his work on the finished product, if desired.

2. Be interested in what the child is doing, but never ask him what he's making. Let him tell you "about his work."

3. Try not to interrupt a child who is absorbed in his work.

4. Remember, it's the experience and not the finished product that counts.

5. Help the child learn to use the materials wisely, but do not become material centered. The materials can be replaced; the child's ego cannot!

6. The children should be encouraged to participate in all aspects of an art experience, including preparation and clean-up.

7. All good experiences help children become creative!

8. Encourage the child to explore the many possible uses of materials.

9. Balance the art activities -- new with familiar -- messy with clean -- outdoors with indoors.

10. Prepare parents on what to expect from, and how to react to, their child's art work.

SCIENCE

Science in the day care center should be based on experiencing--feeling, testing, seeing, hearing, doing. The following are some "starter" ideas:

The Senses

1. Take a listening walk. When you return, talk about what you heard.

2. Play a sound game. Blindfold a child. Have another make sounds (stamping feet, ringing bell, shutting door, etc.). Other child guesses what he hears.

3. Take a nature walk to see life around you--birds, rocks, flowers, clouds. Perhaps bring rocks back and classify by color, by weight, those that bubble when dropped into vinegar and those that do not, those that will write on concrete and those that will not, etc.

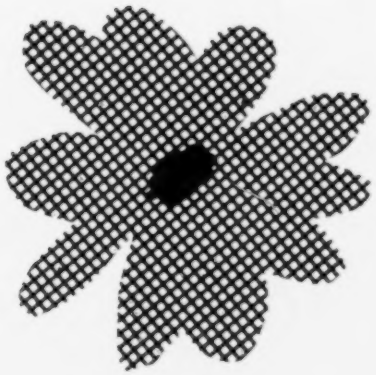
4. Pans of dry oatmeal, flour, or cornmeal in large pans with sifters, spoons and measuring cups provide a good way to learn about "softness," "coarseness," "flakiness," etc. Later on you might add some pans of dry sand, some sawdust or a combination of cornmeal and salt. These give you more chances to talk about textures, about how to measure and pour from one container to another. One day you might give the children a pitcher of water and let them mix and stir into the oatmeal, flour or cornmeal, to see the textures change.

5. Cut out pictures of foods that taste good.

6. Make a sniff box. Use medicine bottle to contain cinnamon, garlic, orange juice, etc. Blindfold a child and ask him to guess the smell.

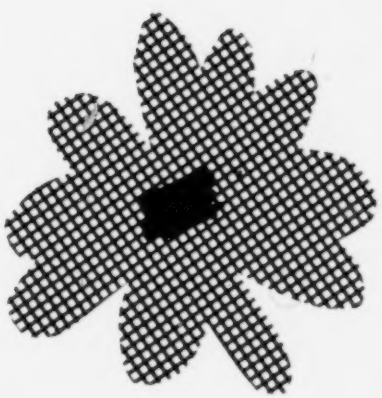
7. Make a daily game of guessing what's for lunch or snack by nose clues.

8. Explore foods (See Appendix, Page 43)



Plants That Grow

1. Sweet potato--Keep three-fourths covered with water.
2. Bird seed--Plant to see what birds like to eat.
3. Corn--Use dry ears. Let children shell and plant seed.
4. Pumpkins--Save seeds from Jack-o-Lantern. Plant seeds and invite children to take plants home.
5. Grass--Grow grass on a sponge. Place a sponge in a bowl half-filled with water. Sprinkle some grass seed over sponge. Press the seed down so that they are soaked but not under water. Keep the sponge wet by adding water every few days. In a few weeks, you should have about an inch of grass. Trim the grass with scissors as needed. It will keep on growing.
6. Carrots, beets, pineapple--Cut off an inch of vegetable. Plant in soil or sand. Keep watered.
7. Oranges or grapefruit--Start from seed.
8. Outdoor garden--If space allows, plant a garden.



9. Terrariums (gardens in bottle)--Use wide-mouthed bottle washed clean, gravel, sand, top soil, spoon and small flower plants.

   Put bottle on its side. Spread gravel or sand first in bottle. Then put in layer of top soil. Insert small plants, and add water. Spread more dirt around and pack firmly in place. Water again and place lid on bottle. Put the bottle in a sunny window. When soil becomes dry, remove lid and sprinkle with a little water.

Seasonal Changes and Weather

1. Snow and ice--Melt snow. Is the water clean? Take back outside. What happens to the water?

2. Tracks--Look for footprints or animal tracks in snow or mud.

3. Make bird feeders out of milk cartons.

4. Wind experiment

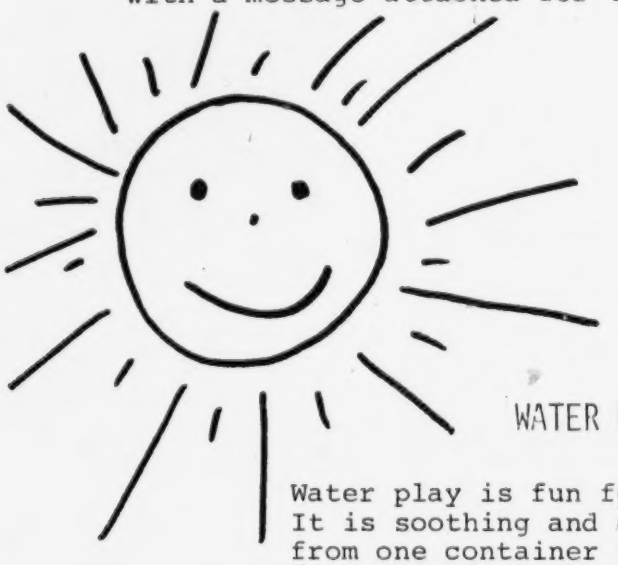
   (a) Sail a boat in a pan of water on a windy day.

   (b) Blow soap bubbles.

   (c) Blow up a balloon slowly and let the children feel the air pushing on the side.

   (d) Use drinking straws. Allow children to blow scraps of paper across the floor.

   (e) Fly a kite or send up a helium balloon with a message attached for the finder.



WATER PLAY (INSIDE AND OUT)

Water play is fun for children of all ages. It is soothing and quiet when you pour water from one container to another. It is good for pretending when you "make coffee" for a teacher or help others wash the dishes. It is colorful and exciting to blow bubbles and watch the lights in the room reflected in the bubbles. With a little food coloring, children learn to mix colors.

Use mops, aprons, towels, and sponges. Rugs or newspapers help the clean-up when placed under the water table. Teachers should not allow squirting or dumping of the water. But with a few limits, water play can be one of the most rewarding and satisfying projects of the day.

Specific suggestions:

1. Soap for bubble blowing. Use bubble pipes and empty thread spools, straws.

2. Floating objects-sinking objects (as boats and stones.)

3. Pour water on sponges, paper towels, cloth, waxed paper, stone and metal, to see how porous they are.

4. Paint with water.

5. Dissolve things such as sugar and salt.

Outdoor Water Play

When the weather is nice, try larger paint brushes with containers (like juice cans) of plain or soapy water to "paint" fences and toys outside. Bubble blowing is lovely, especially on a slightly windy day! A pitcher of water in the sand box helps make the best pies and cakes. In summer a hose and old clothes or swimming suits for wading would be fun and cooling. Don't forget to use the neighborhood spray pools when you have enough help!

MUSIC

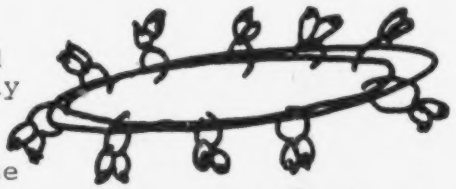
Music should be an integral part of the day. If released to do so, young children will sing on the playground, at the building center, at the pasting table, or while working at other tasks. Music should happen wherever and whenever there are children who want to sing. Singing and movement are natural to the young child. Adults do not have to be gifted musicians to make music with children. They simply need to share in the delight of the action. Day care centers should ring with the sound of a "joyful noise".

Music cannot be introduced too early. Young babies should hear good music. Toddlers love to sing with adults and often they will clap along, feeling the rhythm.

This informal use of music is the most important. Sometimes, however, a planned music period may be helpful after a highly active play time.

In selecting musical material, one may use the children's reaction as a guide. They should never be forced to sing a song they dislike. Ordinarily, the young child likes songs that are short, repetitive and rhythmic. There should be a good melody line. Funny songs are an immediate success. Songs that include physical action (hand motions, etc.) are very good.

MUSICAL INSTRUMENTS TO MAKE

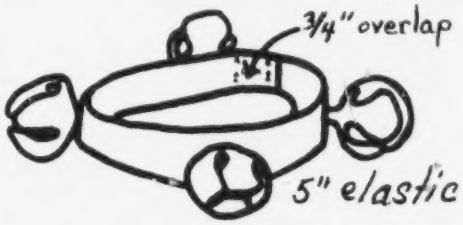


Tambourines

Paper plates with bells

Wrist or Ankle Bells

3½" long-wrist



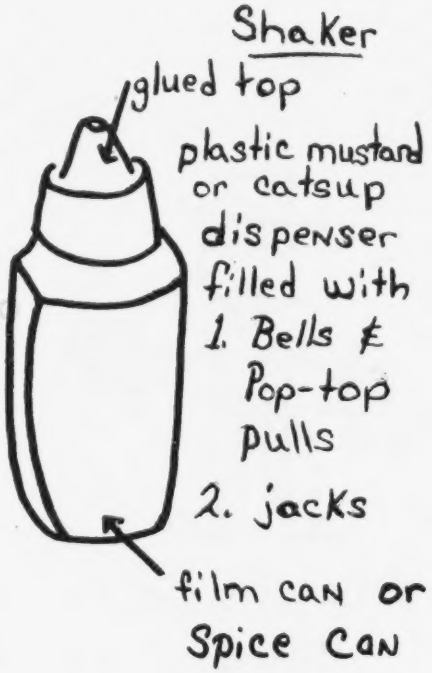
The teacher should begin with songs she knows and enjoys. Nursery rhymes always get good response. The New Golden Song Book (Lloyd, Norman. New Golden Song Book, Golden Press, $3.95) has many old favorites such as "Jack and Jill", "Humpty Dumpty" and others.

Songs can be made up spontaneously to fit a situation. At snacktime, the teacher might call the children together by singing:

> Now it is time to eat our snack
> Eat our snack, eat our snack
> Now it is time to eat our snack
> So early in the morning.
> (Tune of Mulberry Bush)

If she is dismissing them, she might sing "Janie, go out the door," making up a melody to fit the words.

For rhythm, records provide the best background. The teacher is free to join the children in the activity, and often her own enjoyment may draw a shy child into response. A good technique for this purpose is the use of musical instruments like rhythm sticks, sandpaper blocks, triangles, shakers, tambourines, bells and drums. Children will begin shyly but will soon be able to listen to the beat and participate with their instruments. All of these instruments can be made and are not expensive.



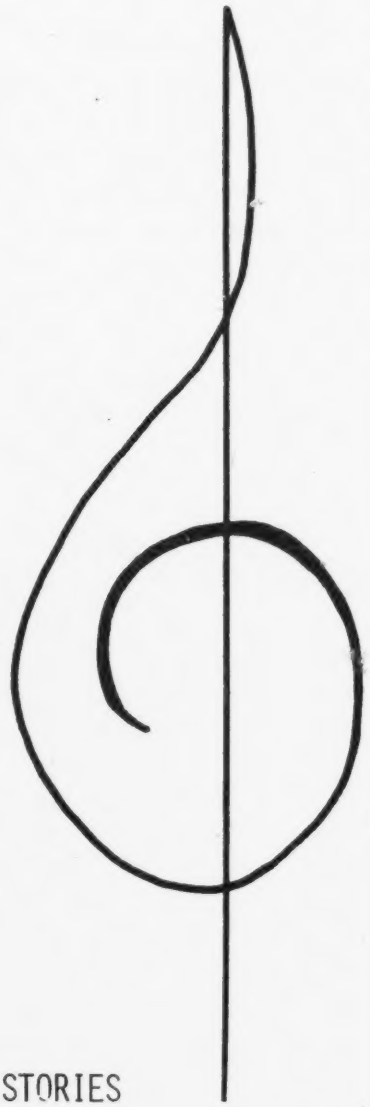
Good classical music may also stimulate rhythmic response. "Flight of the Bumblebee" is great for a tiptoe run. "Afternoon of a Faun" may inspire graceful movement.

Informal props such as scarves, skirts, filmy material and fans may enhance the children's enjoyment of the rhythms.

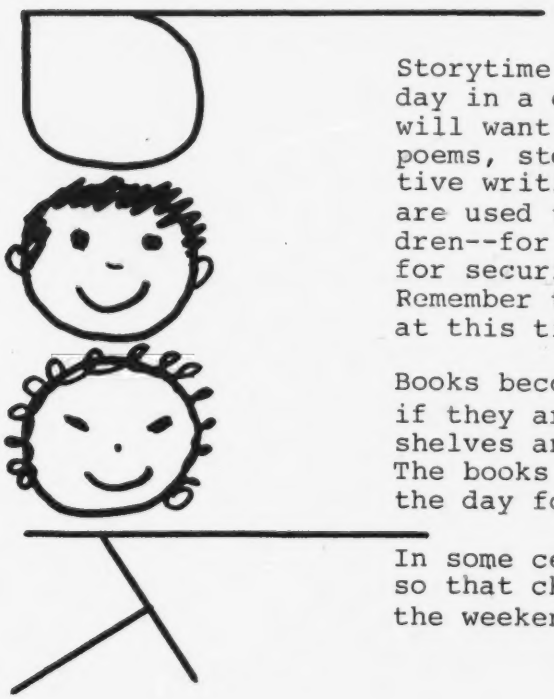
Rhythm instruments are fine. They should be used informally--for a spontaneous march or with a particular song. Formal rhythm bands are not recommended. They impress parents, not children.

If bought instruments are impractical, homemade ones can serve the purpose well. The class might make a variety such as:
drums (from coffee cans and plastic lids)
sticks
bells in elastic
paper plate tambourines
gourds
shakers (Film cans procured from a TV station are excellent. Beans, rocks, or macaroni are used inside.)

For a list of good records you might like to use, see the back of the book. You might also check your public library to see if they have children's records you can borrow. (See Appendix, Page 37)



BOOKS AND STORIES



Storytime is an essential part of each day in a day care center. The teacher will want to include nursery rhymes, poems, stories, dramatization and creative writing at different times. Books are used to help meet the needs of children--for their self-awareness, for love, for security, for knowledge and for humor. Remember that conversation is important at this time as well as all during the day.

Books become more attractive to children if they are displayed individually on shelves and if they are changed frequently. The books should be available throughout the day for the children to examine.

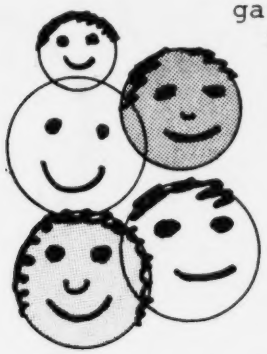
In some centers a library system is set up so that children may take out books over the weekend (or other specified time) to

be returned in several days.

Local libraries can be used by teachers and children enjoy going to the library as a field trip and possibly for a story hour.

Group Story Time

Usually the group story time is a definite time each day. The children are notified in advance to allow them time to clean up, finish projects, and prepare themselves for a quiet period. Ten to fifteen minutes is usually long enough for a group story. The children either gather informally around the teacher, or form a circle and sit on the floor, on a mat or rug. The teacher sits on the floor or a low chair. Sometimes it is helpful for each child to bring a book he has selected to the story circle. The teacher should be well prepared with a book to read or a story to tell. Flannelboard or puppets can be used at this time. The story can be purely for fun, or it can relate to an activity the children will have in class or on a field trip.



If the teacher reads the story she should:

1. Know it well enough to have a lot of eye contact with the children.
2. Hold the book open and low enough so everyone can see.
3. Remember that story time is to be <u>enjoyed</u>.

With a familiar story children enjoy "helping" -- this can be encouraged by asking questions such as "What do you suppose the boy does?" or "let's count....." A story can be read or told using flannelboard figures. Most children delight in placing the figures on the flannelboard when they have become familiar with the story.

The teacher will need to work out her philosophy of how to handle children who seem to dislike group story time. It is very difficult for some children to sit still

through a group story and the teacher will need to have other activities available for those children who cannot comfortably enjoy the group story, or find ways to help the child join the group.

Individual Story Time

Reading stories to individual children or to small groups of two and three children should be included frequently if you have enough help in the room so that the other children are not neglected.

Some children may find it hard to join a large group during story telling time. They may not be finished with a project, may be too immature or too shy to enjoy the large group. Some children have not been exposed to the warmth of "story time" and individual attention may be necessary. The teacher, knowing the child, can select the particular book which may appeal to him. A child may need special attention, and sitting on the teacher's lap with a story book may help.

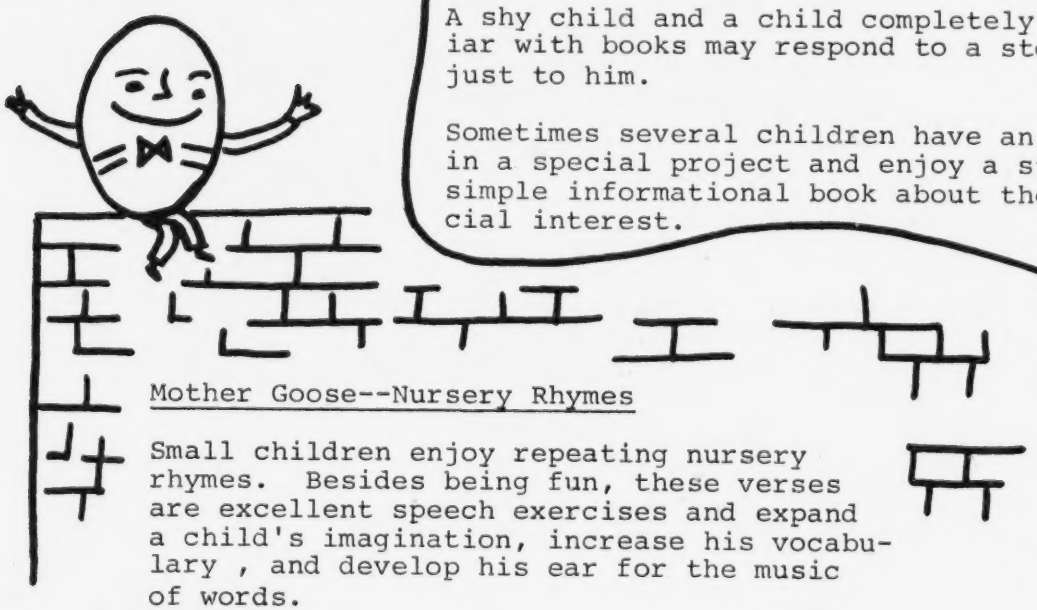
Special Story Techniques

A child with a special problem--the coming of a new baby, the death of a puppy--can often respond to a story selected to meet his needs.

Occasionally a child has a favorite book which for his own reason he can't relinquish and needs to have read again and again.

A shy child and a child completely unfamiliar with books may respond to a story offered just to him.

Sometimes several children have an interest in a special project and enjoy a story or simple informational book about their special interest.



Mother Goose--Nursery Rhymes

Small children enjoy repeating nursery rhymes. Besides being fun, these verses are excellent speech exercises and expand a child's imagination, increase his vocabulary , and develop his ear for the music of words.

Mother Goose rhymes are also fun for acting out and singing. Plenty of action is included--Jack and Jill tumbling down, the cow jumping over the moon, Humpty Dumpty falling pff the wall.

Some editions of Mother Goose include:

The Real Mother Goose-illustrated by Blanche Fisher Wright
Book of Nursery Rhymes-Marguerite de Angeli
Ring O' Roses-illustrated by Leslie Brooks
Mother Goose or the Old Nursery Rhymes illustrated by Arthur Rackham
Mother Goose-Tasha Tudor
The Rooster Crows; A Book of American Rhymes-and Jingles--Maud and Miska Petersham

CREATING A STORY

Children enjoy seeing their own thoughts, ideas and feelings put into words. When a child has an experience that is meaningful to him--taking a field trip, playing actively with blocks or in the doll corner, working on a science project, finger painting, listening to music, or when he feels angry, sad, or happy--he often expresses these feelings in unique words. If the teacher keeps paper and pencil handy, she can print the words of the child, with his permission. These "stories" can be read back to the child, kept throughout the year, stapled and sent home at the end of the year as "Tommy's Book."

A group of children often enjoy recapturing an event for the teacher to print on the blackboard using the childrens' form and words.

ENRICHMENT: THE EXTRA SPECIAL PLUS

A good enrichment program includes field trips, parties and visitors brought into the Center. These events should be fun and stimulating for the children.

Visitors

One of the happiest times of the week for the children is when a special guest

or visitor comes to the Center. This visitor can be a person or an animal. The children should be prepared for the visit and time should be set aside whereby they may talk to, play with, and get to know the visitor. The following suggestions are just a few of the many possibilities:

1. Policeman
2. Guitarist
3. Puppet Show
4. Pets from Pet Shop
5. Pets from Children
6. Zoo sharing of animal
7. Folk Instrument demonstration and participation
8. Campfire groups
9. Scout groups
10. Seasonal parties

Field Trips

Field Trips can be another exposure or experience for a child that will help him to build and enlarge his personality and his relationship to his world.

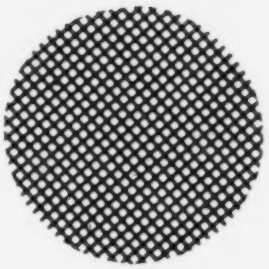
Contacts should be made by your center and insurance and drivers must be arranged for. These trips need to be scheduled into the curriculum of the month so the teachers can read books to the children about related trips, show them pictures, ask them questions, stimulate their learning before they go on the trip. Think through necessary items for the trip such as number of cars, restroom stops, food, drink, coats, sweaters, scarves, shoes, money, tickets--anything necessary to making it a fun and enjoyable trip. You might consider other plans in case of bad weather.

When you return from the trip be sure you take time to talk about what everyone saw and learned.

Examples

1. Nature walks around the Center
2. Fair -- Animal Barns
3. Pecan Grove
4. Pumpkin patch
5. Hamburger stand

6. Santa Claus at a shopping center
7. Grocery store
8. Shopping centers
9. Fire Station
10. Art Exhibits for Children
11. Library Story Hour
12. Airport
13. Farm
14. Zoo
15. Post Office
16. Turkey Farm
17. Fruit stands at harvest time



OUTDOOR PLAY

Learning takes place outdoors as well as indoors, and a good part of each day, weather permitting, should be spent outside. Children NEED to run, to climb, to dig, to explore, to kick a ball, to feed and pet animals, and to feel the freedom of the great outdoors.

Sand, dirt, gravel, and mud are excellent texture experiences and have long been favorites of all children. Bowls, spoons, sifters, pitchers, shovels are some tools children can work with. If the weather is warm enough to add water to dirt or sand, why not allow mud pie making, dam building or hole digging. Think back to how much fun it was for you. What matters if the children get a little dirty?

Climbing for pre-schoolers is essential. Large sturdy boxes, ladders, jungle gyms are suggested. Homemade ones should be strong, well sanded (to prevent splinters) and painted with outdoor paint. Large packing boxes can often be obtained free and can become a house, a car, or a bus in the minds of active boys and girls.

A large drain pipe makes a great tunnel, old tires (given away by service stations) are great to sit on, roll along the ground, jump on, build with or swing from. Painted, if you like, they are limited only by your imagination!

Logs to climb on, balance beams (2x4's) to walk on, tricycles to ride on, give legs a good workout and help a child feel confident about his body.

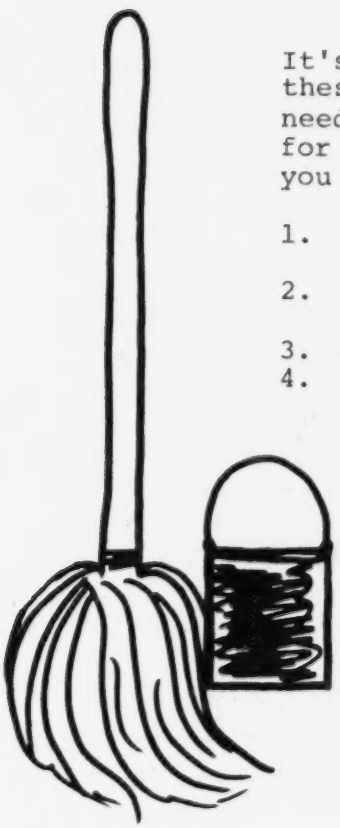
Sometimes you can locate an old car, a boat or a motorcycle that can be dismantled so that it is safe (doors and glass removed, etc.) and there is no end to imagination and dramatic play.

In summer months, water can be fun, cool and refreshing. Tubs for wading, hoses with sprinkler for running through, can add a new dimension.

Nearly anything that goes on inside the Center can take place outside..... painting at a table, at the easel, with water on a fence....juice or lunch outside, stories, etc. might be a refreshing change of habit on a warm sunny day.

A place that is high enough to look down on others, a place that is quiet enough to rest and think, a place to run and jump and skip and hop are all important to a good playground.

CLEAN-UP



It's all well and good, you say, to do all these things but they are messy and they all need cleaning up. You should include time for the children to help you. Therefore, you need to provide:

1. Shelves for putting things away (children's size)
2. Sponges and mops for cleaning tables and floor
3. Small brooms and dust pans for sweeping
4. Wastebasket for newspapers and scraps

Clean-up can be fun for everyone. Try making up a song like "Now's the Time to Clean Up the Room" (to the tune of the Muffin Man), etc. Play a chord on the piano that signals, "clean-up time" or you might ring a small bell. Then encourage the children and help them. It should not be a chore for all to endure but a time to work together because "we are proud of the way we do a job!"

The responsibility each child learns from this time, his pride in what he can do and the good feeling he has about himself and his group are important by-products of "Clean-up time."

Sample Daily Schedule

Children need group activities during the day as well as free time. The daily schedule should emphasize free play, when the child can wander from one center of interest to another and experiment. The schedule should include art, music, story-time, outdoor and indoor play using energy and large muscles. The program should plan for juice time, toileting and washing of hands, and naps.

The day should be broken into quiet and noisy parts to prevent monotony and to take into consideration attention spans of children. Factors that really matter in every daily schedule include:

1. What the children are able to do.
2. What interests them most.
3. Ages of the children.
4. Number of hours they are at the Center.
5. Weather conditions.
6. Available space, both indoors and out.
7. How the building is arranged.

The following sample of a daily schedule is a suggested guide and can be changed to meet the needs of each individual Center.

FULL DAY PROGRAM

7:00-9:00 Admission; observation of children's physical well-being; toileting period, if necessary.

Breakfast, if this is a regular part of the program.

Free play, indoors:

The teacher plans and prepares for this period in advance by thinking through the areas in which they want to promote the children's growth and development, by getting the materials ready, and by setting up several activities that will invite participation. For example:

Block building; dramatic play in housekeeping center; quiet

play such as working puzzles, looking at books, building with tinker toys; creative play with such materials as clay, finger paint, easel paint; water play; indoor climbing activities or other means of stimulating active play; science activities such as caring for plants and animals; experimenting with magnets or prisms or magnifying glasses; cooking experiences for small groups of children.

9:15-10:00 Clean up, toileting, washing
Mid-morning snack
A "rest" break in the middle of the morning to prevent fatigue and to provide a social time that encourages children talking together.
Music time
Singing, experimenting with musical instruments, listening to music, creating rhythmic movement.

10:00-11:00 Outdoor Activity Period (planned and set up in advance)
Active play: wheel toys; climbing equipment; push and pull toys; building equipment; balls; digging.
Quiet play: easel painting; working with clay, finger paint; water play; science experiences; dramatic play in different settings created by teachers and children together.
Excursions into the neighborhood to contribute to science learnings and to acquaint children with the community.
In inclement weather, portable outdoor apparatus suitable for stimulating vigorous activity should be set up inside.

11:00-11:30 Clean up, toileting, washing
Story time, conversation period

11:30-11:45 Rest

11:45-12:15 Lunch

12:15-12:30 Preparation for nap; Toileting, washing, undressing.

12:30-2:30 Nap

After 30 minutes or so of rest, if staff and room are available, those children who do not sleep should have quiet activities planned for them in another room. They should not be asked to remain on their cots for the entire nap period.

2:30-3:00 Toileting, dressing, snack time.

3:00-4:15 Indoor and outdoor activity period.

Teachers plan for this in advance by setting up several centers of activity from which children can make a choice,

4:15-4:30 Toileting, washing

4:30-5:30 Quiet activities

Stories, table activities, easel painting, block building, until time to go home.

TITLE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ART ACTIVITIES	Easel paint Paint with Q-tips at table	Easel paint cut and paste paper for collage			
SCIENCE	Plant bean seeds	Pour water			
BOOKS AND STORY TIME	Read a story about seeds Ex: carrot seed, Jack and the bean stalk	Dramatize "Humpty Dumpty"			
MUSIC	Use rhythm sticks	March to rhythm record			
MANIPULATIVE ACTIVITIES	Play dough Hammer board	Puzzles Legos			
OUTDOOR PLAY	Sand and water	Tricycles and climbing			

These are suggested activities - how would you plan the rest of the week?

Appendices

THINGS TO SAVE

Cloth

Felt...rick-rack...buttons...braiding...fringe...flannel...snaps... muslin...carpet pieces...ribbon...oilcloth...cork...straws...beads... fabric scraps...burlap...costume jewelry...rope...leather remnants... yarns...threads...sponges...stockings...towel pieces...zippers... lacing...twine...cord...tooth brushes...lace...cotton balls...

Wood

Thread spools...tongue depressors...popsicle sticks...orange sticks... wood scraps...wooden clothespins...dowels...cigar boxes...

Paper

Paper towels and toilet tissue tubes...cartons...celluloid...celotex... confetti...cellophane...emory cloth...excelsior...newspaper...paper bags...paper cardboard...shirtbacks...corregated paper...paper dishes... paper doilies...paper napkins...tissue paper...tracing paper...wallpaper books...wrapping paper...magazines...catalogs...plastic bags...sand-paper...boxes (all sizes and shapes)...milk cartons...egg cartons... paint sample books...ice cream cartons...

Rubber

Inner tubes...rubberbands...jar rings...rubberized cloth...

Metal

Steelwool...aluminum foil...brads...buckles...bendable wire...chains... paper clips...springs...copper foil...aluminum containers (all sizes and shapes)...nails...thin metal scraps...pipe cleaners...safety pins... tacks...tin cans...tin foil...wire mesh...screen wire...staples... telephone wire...film...cylinders...

Building Supplies

Linoleum tile...ceramic tile...masonite...

Seasonal

Pine cones...pecans...acorns...leaves...reeds...corn husks...corn stalks... gourds...macaroni...beans...peas...sweet gum balls...

ART PROJECTS

PAINTING

1. Fingerpainting -- Try mixing two primary colors
2. Tempera and brushes at easel or tables or floor on newsprint
3. String painting
4. Crayon and tempera painting
5. Sponge painting
6. Dry chalk on wet construction or other heavy paper
7. Wet chalk on dry construction or other heavy paper
8. Seasonal paintings (Fall, Christmas, Spring, Summer & Holidays)
9. Crayon painting -- about a story, or relate to things around us
10. Dabs or blobs of paint on folded paper, and press
11. Paint boxes or cartons
12. Water color

MODELING OR SCULPTURING

Use Clay (Plasticene) or Pla-Dough

USING PAPER

Tearing paper...cutting paper...snipping paper...punching paper... folding paper...cutting circular in paper...curl paper...cutting squares in paper...

PAPER MURALS

Drawing on roll of paper...crayon designs on paper...tempera on large cardboard...

STENCILING

Screen and toothbrush and paint: shapes...leaves and flowers...

PRINTING

Using: spool...potato...cork...paper cups...

WEAVING

1. Construction paper weaving (9 x 12 paper)
2. Braiding of yarns
3. Braiding of old nylon stockings

PUPPETS

1. Animals of construction paper taped onto rulers
2. Paper sack puppets, either stuffed or flat
3. Milk carton puppets
4. Magazine puppets -- as Mr. Vegetable, Mr. Fruit
5. Sock puppets (buttons for eyes, yarn for hair, etc.)
6. Empty tissue roll puppets

COLLAGES

1. Scrap collage (fabrics, buttons, yarn, cotton, etc.)
2. Dry vegetable collage (beans, peas, corn, etc.)
3. Leaf collage (as animated leaves)
4. Shape collage or picture
5. Macaroni collage
6. Construction paper collage
7. Straw collage (make shapes of various colored straws)

BOX CONSTRUCTION

With a little imagination wonderful things can be made from large carton boxes:
grocery store...space ship...puppet stage...cage...service station...

Smaller boxes also can be transformed: ice cream cartons become helmets...
small boxes can become feel boxes

THREADING

Use hair pins and yarn for threading:
1. Cereal - fruit loops, cheerios, etc.
2. Macaroni
3. Scraps of paper
4. Plastic or paper straws cut in small pieces

RECIPES FOR ART PROJECTS

COOKED PLAYDOUGH

1 cup flour
½ cup salt
2 tablespoons Cream of Tarter
1 cup water
1 tablespoon oil

Cook about three to six minutes over medium heat, and then let cool. Let children add the coloring they select.

UNCOOKED PLAYDOUGH

3 cups flour
3/4 cup salt
3 tablespoons salad oil
Sufficient water/tempera to make good texture

FINGERPAINT

Liquid starch (cheapest you can find!)
Dry tempera

Pour starch on large paper (or, if not making a picture to be saved, plastic or metal tray works well), sprinkle coloring chosen by children, and presto -- fingerpaint!

SUGGESTED RECORDS

YOUNG PEOPLE'S RECORDS, CHILDREN'S RECORD GUILD 78 RPM

1. *Train to the Zoo (music for movement) #1001*
2. *Nothing to Do (music for movement) #1012*
3. *Visit to My Little Friend (music for movement) #1017*
4. *My Playful Scarf (music for movement) #1019*
5. *The Carrot Seed (musical story) #1003*
6. *Peter, Please Pancakes (musical story) #1026*
7. *Little Gray Ponies (dramatic play) #735*
8. *I'm Dressing Myself (dramatic play) #803*
9. *Muffin in the City (sound record) #601*
10. *Muffin in the Country (sound record) #603*

BOWMAN EDUCATIONAL RECORDS 33-1/3 RPM

1. *Nursery and Mother Goose Songs*
2. *Little Favorites (16 classic favorites of children)*
3. *Album #1 Basic Rhythms*

R.C.A. 33-1/3 RPM

1. *CAL-1001 Peter Rabbit, Goldilocks, and Other Great Tales for Growing Boys and Girls*
2. *CAL-1003 Lullabies for Sleepy-Heads*
3. *CAL-1017 Over 40 of the World's Greatest Children's Songs*

DECCA 45 RPM

1. *#1-144 What Makes Rain?*
2. *#1-182 The Little Engine That Could*
3. *#1-220 Jack and the Beanstalk*
4. *CUS-8 The Shoemaker and the Elves*
5. *CUS-11 The Little Red Hen*

GOLDEN RECORDS 33-1/3 RPM

1. *LP-12 Golden Treasury of Mother Goose and Nursery Songs*
2. *LP-32 Golden Treasury of Fairy Tales*
3. *LP-52 Golden Treasury of Great Bedtime Stories*

All records listed can be ordered from

Playtime Equipment Company
5005 Davenport
Omaha, Nebraska 68132

BOOKS FOR MUSIC

1. *Sing a Song, by Lucille Wood and Roberta McLaughlin, Prentice-Hall, Inc.*
2. *Singing Fun, by Lucille Wood and Louise B. Scott, Webster Division of McGraw-Hill Book Co., Dallas*
3. *Action Songs, by Helen Jill Fletcher, Teachers Publishing Corp.*
4. *A Collection of 50 Songs for Children*

All song books may be ordered from

Dowlings
3017 North Stiles
Oklahoma City, OK 73105

SUGGESTED BOOKS

FRIENDS

The Magic Friendmaker, by Gladys Baker Bond, Whitman Publishing Co., Racine, Wisconsin, 1966

A pretty rock helps Jean and Beth become good friends!

Having a Friend, by Betty Miles, Alfred Knoph, New York, 1959

The importance of having and being a friend is emphasized in this charming book.

Little Bear's Friend, by Else Holmelund Minarik, Harper & Row, New York, 1960

Little Bear makes a new friend with a little girl who visits his neighborhood during the summer.

A Letter to Amy, by Ezra Keats, Harper & Row, New York, Evanston, and London, 1968

Peter writes a special invitation for his birthday party to a girl and wonders what the boys will think.

BOOKS TO ACT OUT

Caps for Sale, by Esphyr Slobodkina, William R. Scott, Inc., New York, 1947

"The story of a peddler, some monkeys, and their monkey business."

The Three Billy Goats Gruff, Illustrated by Dale Maxey, Whitman Publishing Co., 1966

The well-known story of three goats who outwit a mean, ugly troll.

The Three Pigs, Adopted by Milt Banta and Al Dempster (Walt Disney), Golden Press, New York, 1948

The beloved pigs outsmart the wolf again!

Goldilocks and the Three Bears, Illustrated by Ada Salui, Watkins-Strathmore Publishing Co.

Jack and the Beanstalk, Illustrated by Art Seiden, Whitman Publishing Co., 1964

COOKING

Little Bear's Pancake Party, by Janice, Illustrated by Marianna Lothrop, Lee and Shepard Co., Inc., New York

Little Bear wants pancakes. The grocer gives him a box of pancake mix but he can't read the directions! Mouse comes to the rescue.

Blueberries for Sal, by Robert McClosky, Viking Press, New York

Sally and mother hunt for wild blueberries while a mother bear and her cub are doing the same thing. Somehow the two young ones get lost and end up with the wrong mother...for a while.

The Golden Egg Book, by Margaret Wise Brown, Golden Press, 1962

A lonely bunny finds an egg and tries to discover what's inside. It turns out to be a friendly duckling!

The Little Red Hen, edited by Nona Nestrick, Platt and Munk, New York, 1961

Little Red Hen asks her friends to help her make bread but they are lazy until it's time to eat!

The Gingerbread Man, Whitman Press (or any edition you may have)

Beloved story of generations of children. Gingerbread man runs away, but is finally gobbled up by a cunning fox.

FAMILIES

This Room is Mine, by Betty Ren Wright, illustrated by Judy Slang, Whitman Publishing Co., 1966

Two angry sisters divide their room in half and vow they will stay on their own side forever!

New Brother, New Sister, by Jean Fiedley, illustrated by Joan Esley, Golden Press, 1966

Preparing for a new baby in the family is exciting, especially when a baby turns out to be twins.

Mittens in May, by Maxine W. Fumin, illustrated by Elliott Gilbert, G. P. Putnam's Sons, New York

Peter's father had to be gone for several months and left a surprise box for Peter to open. Inside is a pair of warm, red mittens. Peter wears them constantly as a reminder of his father, until a nest of baby crows help keep him so busy he forgets about the mittens!

It's Fun to Have a Birthday, by Carol Woodard, illustrated by June Goldsborough, Fortress Press, Philadelphia, 1968

Family and friends make Lori's birthday a really special day.

ANIMALS

Little Bear, Else Holmelund Mimiuk, illustrated by Maurice Sendak, Harper and Row, New York

Charming stories about a small bear, his new clothes, cooking vegetable soup, and pretending he is a space man!

Fuzzy the Tiger, Mary Villarejo, Alfred Knoph, New York

The gift of a tiger to a small boy from an uncle in India makes life interesting!

Harry the Dirty Dog, by Gene Zion, illustrated by Margaret Graham, Harper and Row, New York, 1956

Harry is a white dog with black spots, but after a day of adventures (trying to escape a bath) he changes into a black dog with white spots.

The Outside Cat, by Jane Thayer, illustrated by Flodor Rojankowsky, William Morrow and Co., New York, 1957

Samuel was an outside cat who wanted to be an inside cat. He moves into an empty house and is accepted by a new family!

The Little Rabbit Who Wanted Red Wings, by Carolyn Sherwin, illustrated by Dorothy Grider, Platt and Munk, New York, 1961

Little Rabbit was a beautiful little white bunny who was never content with himself. At the wishing well, he becomes a rabbit with red wings and is not recognized by his mother or his friends.

Miss Suzy, by Miriam Young, illustrated by Arnold Tobel, Parents Magazine Press, 1964

Miss Suzy is a gray squirrel who is chased from her home by a band of mean, red squirrels. She is saved by some toy soldiers!

NATURE / SCIENCE

The Snowy Day, by Ezra Jack Keats, Viking Press, 1962

A boy awakens to a snowy morning and plays out all day. He tries to save a snowball -- in his pocket!

Be Nice to Spiders, by Margaret Bloy Graham, Harper and Row, New York, 1967

When Billie leaves his pet spider, Helen, at the zoo, the animals soon become free of flies. But when the zoo is tidied up and spider webs are cleaned out, the flies and bad tempers return.

Creepy Caterpillar, Garry and Vesta Smith, illustrated by Fred Crump, Jr., Slech-Vaughn Co., Austin, Texas

Creepy, a lonely caterpillar in a garden of snails, bees, and insects, becomes a beautiful butterfly in the spring!

Snow Time, by Miriam Schlien, illustrated by Joe Lasken, Albert Whitman, Chicago, 1966

Wonder and excitement of a sudden snow is described in this well-illustrated book.

EXPLORING FOODS

An exposure to new foods can be many fold. Here is a way children can touch and feel, see, smell, taste, and sometimes hear, all in one experience. What could be more fun?

SPREADS

Butter)
Peanut Butter)
Jelly) on Crackers
Cheese)
Cream Cheese)

Powdered Sugar) on Graham
Icing) Crackers

Apple Butter)
Molasses & Butter) on Bread

TOAST

Cinnamon)
Cheese) in Oven

SPECIAL FOODS

Sugar Cane
Dry Cereal
Tang
Spacefood Sticks
Popcorn
Pecans
Peanuts
Pumpkin Seeds
Doughnuts
Apple Cider
Eggs
Ice Cream
Puddings (cooked or instant)
Cocoa
Jello (red, green, and with red hots)

VEGETABLES

Carrots
Cucumber
Celery
Cauliflower
Corn
Lettuce
Parsley
Potato
Onion
Tomato

FRUITS

Orange
Grapefruit
Apple
Banana
Grapes
Cantaloupe
Watermelon
Blueberries
Pineapple
Strawberries
Coconut
Pomegranate
Raisins
Pear
Rhubarb
Tangerine

RECIPES YOU CAN USE

Sugar Cookies

1/2 cup butter) cream
1 cup sugar)
1 med. whole egg or) blend in
2 small yolks)
1/2 teaspoon salt) Sift to-
2 teaspoons baking powder) gether and
2 cups flour, sifted) add to mix
1/2 teaspoon vanilla

Chill for 30 minutes, then roll out on lightly floured board and cut in desired shapes. Bake at 400° for 8-10 minutes. Dough may be tinted with food coloring or plain cookies may be iced.

Quick Chocolate Oatmeal Cookies

2-3/4 cups sugar)
1 stick butter) Boil for
1/2 cup evap. milk) one
1 teaspoon vanilla) minute
1/4 teaspoon salt)
5 tablespoons cocoa)

Add three cups rolled oats, 1/2 cup crunchy peanut butter. Stir and drop by spoonsful on waxed paper.

Pumpkin Bread

3 cups flour
2 teaspoons soda
1-1/2 teaspoon salt
1 teaspoon cinnamon
1 teaspoon nutmeg
3 cups sugar
4 eggs
2/3 cup water
2 cups canned pumpkin
1 cup oil

Mix all dry ingredients together, then add oil, eggs, water, and pumpkin all at once. Beat until smooth. Bake in greased loaf pan for one hour at 350°.

Forgotten Cookies

Preheat oven to 350°.

In bowl beat 2 egg whites until foamy. Add 3/4 cup sugar slowly. Add dash of salt, and beat until stiff. Add teaspoon of vanilla, 1 cut chopped nuts, and 1 cup chocolate chips.

Grease foil and put on oven rack. Drop cookies on foil by teaspoonsful. Put rack in oven and turn oven off. Leave for two hours. DON'T PEEK!

Easy Crunch Cookies

1 cup white Karo and 1 cup sugar. Cook to boiling point, but don't boil.

Remove from heat and add 1-1/2 cups peanut butter and 4 cups Special "K" cereal. Drop by teaspoonsful on waxed paper. Let cool.

VEGETABLE SOUP

Use any vegetable. Add salt, boullion cubes and water. Cook gently until tender.

HAPPY EATING !

EQUIPMENT AND SUPPLIES

(for fifteen children)

2 easels, and a dozen easel paint brushes with 1/2" and 3/4" handles
9-10 Tempera (dry) quart size cans (red, yellow, blue, green, purple, orange, black, white, and brown)
White manila paper (18 x 24) or roll of butcher paper with holder (use 2-3 rolls per year)
500 newsprint sheets (18 x 24)
Paste and paste brushes
10 packages fingerpaint paper or glazed shelf paper
10 pounds Plasticene clay
Construction paper of various sizes and colors (you will need several packages, depending on thickness of packages)
Playdough (make this - see page 35) Keep covered tightly.
6 clay and Playdough pans or boards
10-15 cookie cutters, an assortment of sizes and shapes
15 blunt scissors (some left handed ones too is helpful)
5 aprons or plastic aprons; smocks or old shirts
6 dozen crayons
500 sheets white drawing paper (12 x 18, or 8 x 10)
6 yards clothesline, 3 dozen clothespins, and sheets of plastic (use to hang paintings up to dry)
4 sets felt pens, assorted colors
5 boxes Q-Tips for Q-Tip painting
5 muffin pans or T-V dinner trays
15 empty juice cans (to keep paint in at easels)
12 baby food jars
2 syrup pitchers (for starch)
3 bottles of liquid starch
1 large ball of string
6 rolling pins, children's size
4 boxes of colored chalk
5 rulers
5 rolls of masking tape
1 gallon Elmer's glue
3 boxes brads
2 boxes paper clips
2 boxes bobby pins
yarn, assortment of colors
3 balls twine
3 rolls white paper
4 boxes tacks
Supply of plastic straws
12 sponges
rags
paper sacks
pipe cleaners
cotton
newspapers
liquid soap
4 spatter paint boxes and brushes (toothbrushes)
6 stencil brushes
25 sheets stencil paper

FUN WITH PUPPETS

STAGES

With a little imagination, many items of equipment at the Center can be used to provide a stage for use with puppets. For example:

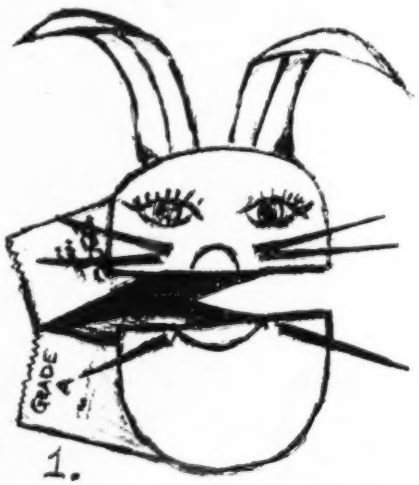
1. Turn a card table on end, and let the children stand behind it to work their puppets;
2. Perform behind a piano, movable shelves, movable bulletin board, or a small movable cabinet;
3. A large cardboard box (such as the carton in which a washing machine, dishwasher or refrigerator comes) makes a great stage. Simply cut a door on one side, and a window on the other, and the children can perform from inside. (Find out when the department or appliance store in your area disposes of these large boxes; usually they are delighted to have you take them.)

KINDS OF PUPPETS

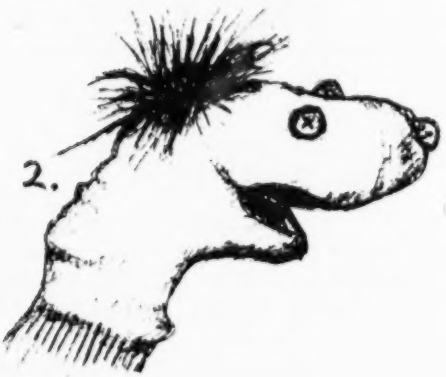
1. Milk Carton Puppet

Use a quart size milk carton, and cut it in half. Glue the spout end down and let dry.

Draw a face on paper or cardboard; cut in half and glue on ends of the carton. Add whiskers, ears if needed, to make the puppet look like the animal intended.

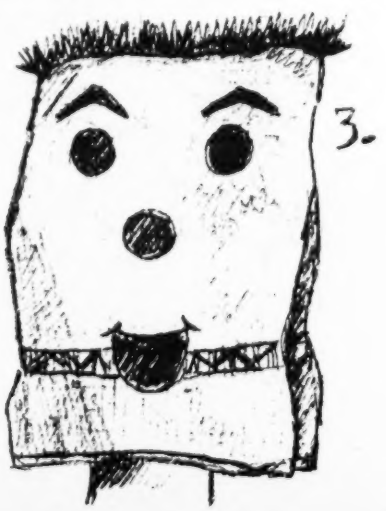


1.


2.

2. Sock Puppet

Use old sock, and sew up any holes Using scrap of red material, sew on mouth. Use buttons for eyes and nose, and sew on yarn at top for hair.


3.

3. Washcloth Puppet

Use cloth cut from an old towel, or use a small hand towel. Sew on eyes, nose, and mouth, using buttons (lightweight) or scraps of material. Sew fringe on top for hair, and sew up sides. (Is fun for children to use at home in the bath too!)

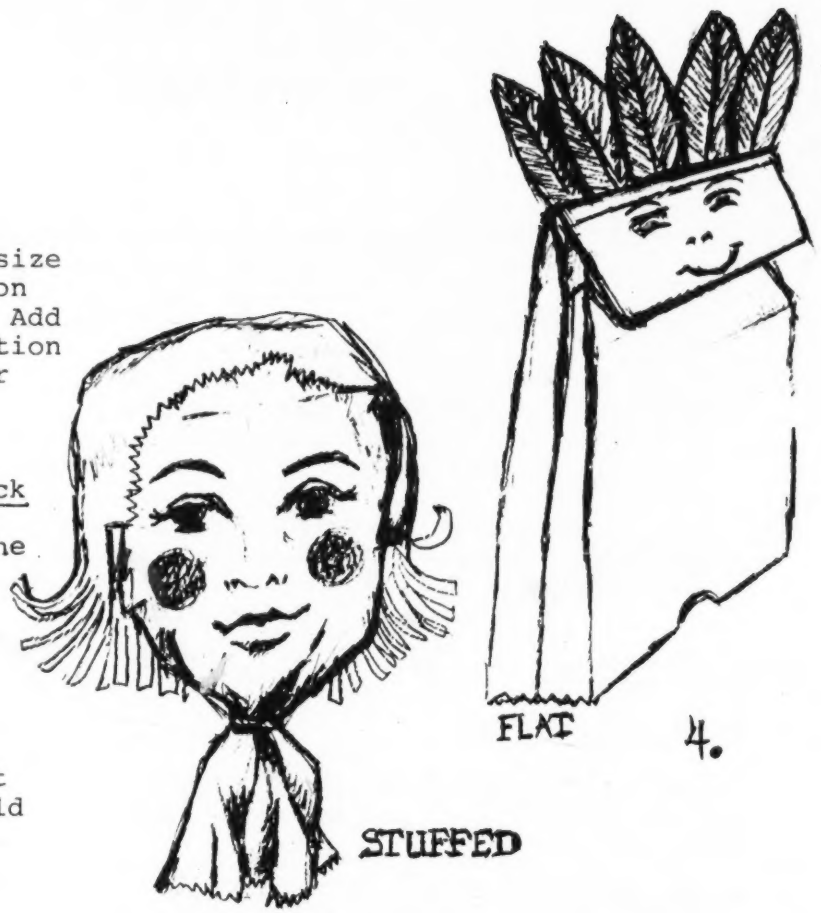
4. Paper Sack Puppets

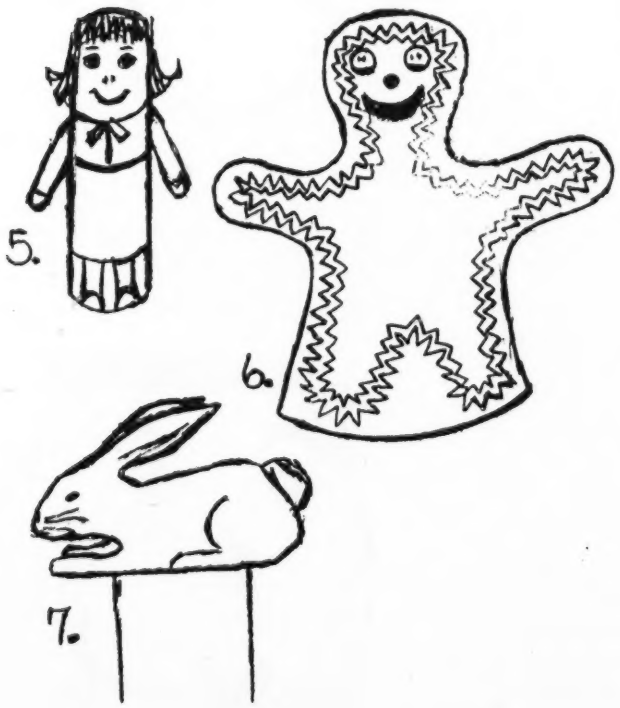
a) Flat Paper Sack

Use small lunch size paper sack, and on it draw a face. Add yarn or construction paper for hair or animal ears.

b) Stuffed Paper Sack

Draw a face on the sack, and stuff with wads of newspaper, tying it at the bottom. Add yarn or construction paper for hair. Insert a stick at the bottom to hold the puppet.





5. Toilet Tissue Roll Puppets

Using crayons or felt pens, draw a face on the roll. Add hair (yarn) and clothes from scraps of material, buttons, and lace.

6. Felt Puppet

Cut shape out of felt (two pieces) and sew on face of puppet. Sew on other trim and sew sides together.

7. Stick Puppets

Cut out shape of animal or other figure from construction paper or cardboard. Draw on eyes, nose, and mouth. Tape to a ruler or a piece of cardboard.

Drawings by Diane Spilman

HOW TO USE PUPPETS

1. You might use the puppet to be the story teller, telling the children a story from one of your books.

2. Or let the puppet tell a story from memory!

3. Let one of the children use the puppet to help tell a part of a story.

4. Let a child tell a whole story, or what he can remember of his favorite story, using the puppet to help.

5. Let a child make up a story and, by using the puppet, tell it to the whole class.

6. Let a child, or several children, make up a story and dramatize it using puppets.

7. Let a child use puppets to sing songs.

8. Let a child use puppets to do fingerplays, such as Humpty Dumpty, Jack and Jill, and Jack and the Candlestick.

Many of the books listed in the book list can be adapted for use with puppets. In fact, it is hard to find a child's book that cannot be used with puppets!